



## CLEARWATER ELEMENTARY

P.O. Box 397  
Clearwater, SC 29822

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	392 Students	
<b>Principal</b>	TBA	803-593-7240
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Harkins	803-663-1703

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good*</b>
2009	Average	Average
2008	Average	Good
2007	Below Average	At-Risk
2006	Average	At-Risk

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

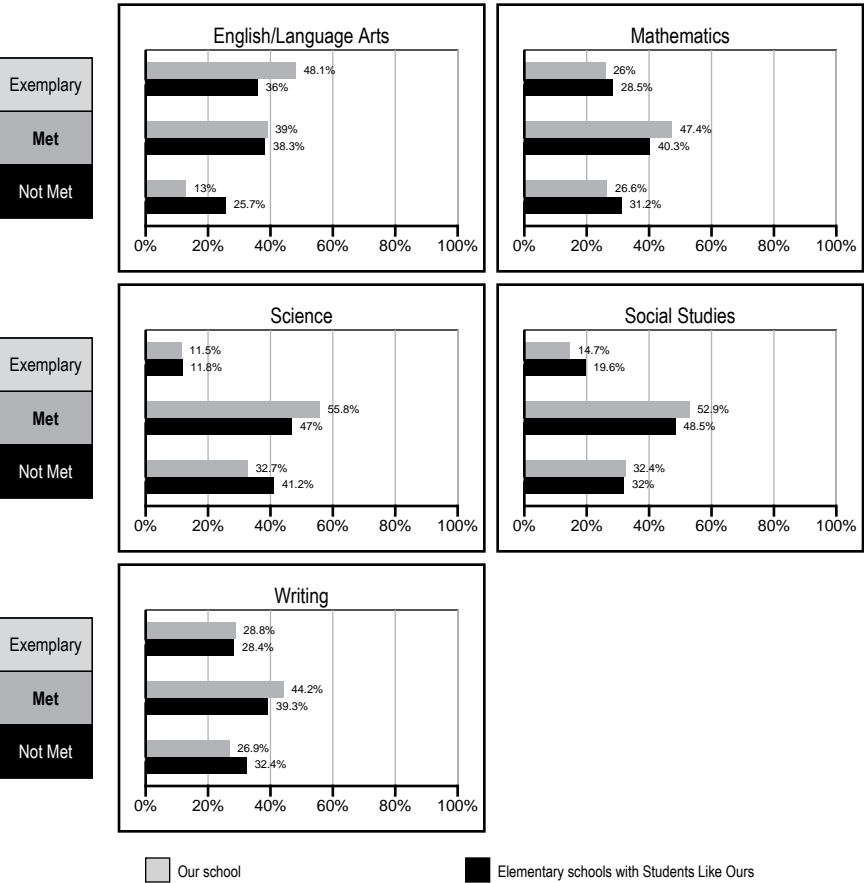
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	14	98	11	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=392)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Down from 4.4%	1.5%	1.2%
Attendance rate	96.1%	Down from 96.3%	95.7%	96.1%
Eligible for gifted and talented	11.3%	Up from 9.6%	9.8%	11.7%
With disabilities other than speech	9.2%	Down from 10.0%	9.1%	8.0%
Older than usual for grade	0.3%	Down from 1.6%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	55.6%	Down from 60.7%	60.0%	60.5%
Continuing contract teachers	100.0%	Up from 89.3%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.7%	Down from 91.7%	87.7%	87.0%
Teacher attendance rate	93.8%	Up from 93.7%	94.8%	95.4%
Average teacher salary*	\$47,373	Down 3.1%	\$46,826	\$47,288
Professional development days/teacher	22.8 days	Up from 14.7 days	11.3 days	10.5 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 19.8 to 1	19.2 to 1	19.2 to 1
Prime instructional time	86.4%	Down from 87.5%	89.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,070	Down 0.4%	\$7,637	\$7,548
Percent of expenditures for instruction**	70.3%	Down from 72.0%	67.5%	68.7%
Percent of expenditures for teacher salaries**	68.5%	Up from 58.5%	64.5%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

Clearwater Elementary is a child-centered school that strongly emphasizes academic improvements. Initiatives for the 2009-2010 school year focused on applying all components of our District's Reading Initiative, continuing with Math RIT groups within grade levels, a new focus for our Student Intervention Team, and increasing classroom libraries. Changes made by teachers within small group reading and math instruction contributed greatly to our Palmetto Silver Closing the Achievement Gap Award for 2009.

In an effort to meet students' individual needs, the following programs were implemented this school year: an After School Program for grades 3-5, a new Student Intervention Team that met twice a month, Intervention Plans developed by teachers for students who needed extra academic help, professional development days for teachers to analyze MAP test data, observation of peer teachers, and a new Back Pack Program that provided food over the weekend for needy students. Clearwater students were also eligible to receive free tutoring from other outside organizations this year.

Clearwater Elementary recognizes and rewards students for academic and social improvements by giving the following student incentives: quarterly Nine Weeks' Awards, quarterly Good Conduct Breakfast, monthly Best Effort Awards, monthly Principal's Choice Awards, and incentive parties for MAP and PASS tests.

Teachers were involved in the following professional development training this year: Domine training, continuation of the District's Literacy Model, Deescalating Angry Students presentation, Collaborative Instructional Sharing within our area, and other instructional ideas on the eight Early Release Days.

To encourage parent participation and involvement this year some of the activities were as follows: a Spring Carnival sponsored by the PTA, a Family Reading Night, ESL reading nights, quarterly awards programs, a Veterans' Day Program, Home-School Communication Night, Muffins for Mom and Donuts for Dad, Sunny Delight, BoxTops for Education collections, Santa's Shop, and Pictures with Santa.

Student participation in community and character education events this year included the Good News Club, collecting pop tabs for the Ronald McDonald House, collecting food for the Golden Harvest Food Bank and the Cumbee Center, 4th and 5th grade chorus, Domino's Pizza, Chic-Fil-A, Bruster's Ice cream, Laces For Love, Operation Get Smart, and Jennie-O Turkey Global Child Nutrition Foundation.

Clearwater Elementary School is proud of the academic and social improvements demonstrated by its students, faculty, and staff. We extend our appreciation to the PTA, parents and community for their continued support and involvement in their children's education.

Susan Malcom, Principal  
Lynn Weatherford, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	25	52	39
Percent satisfied with learning environment	96.0%	98.1%	84.2%
Percent satisfied with social and physical environment	92.0%	96.1%	87.2%
Percent satisfied with school-home relations	88.0%	96.2%	79.5%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	169	100	13	39	48.1	91.6	85.1	83.5	Yes	Yes
Gender										
Male	94	100	16.1	37.9	46	90.8	82.1	80.1	N/A	N/A
Female	75	100	9	40.3	50.7	92.5	88.2	87	N/A	N/A
Racial/Ethnic Group										
White	101	100	12.1	37.4	50.5	91.2	89.8	89.6	Yes	Yes
African American	50	100	15.6	37.8	46.7	93.3	77.6	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.1	92.7	I/S	I/S
Hispanic	17	100	11.8	52.9	35.3	88.2	81.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.3	85.1	I/S	I/S
Disability Status										
Disabled	16	100	71.4	21.4	7.1	42.9	50.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	15.8	42.1	42.1	84.2	81.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	122	100	15.3	44.1	40.5	89.2	79.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	169	100	26.6	47.4	26	85.7	79.8	80.4	Yes	Yes
Gender										
Male	94	100	26.4	48.3	25.3	82.8	78.1	78.4	N/A	N/A
Female	75	100	26.9	46.3	26.9	89.6	81.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	101	100	27.5	42.9	29.7	83.5	86.1	87.8	Yes	Yes
African American	50	100	20	57.8	22.2	86.7	70	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.4	93.5	I/S	I/S
Hispanic	17	100	41.2	41.2	17.6	94.1	76.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.3	83.2	I/S	I/S
Disability Status										
Disabled	16	100	71.4	14.3	14.3	35.7	43.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	31.6	42.1	26.3	94.7	76.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	122	100	31.5	45.9	22.5	83.8	72.1	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	114	100	32.7	55.8	11.5	67.3	65.3	67.3
Gender								
Male	60	100	29.6	53.7	16.7	70.4	65.8	66.9
Female	54	100	36	58	6	64	64.8	67.7
Racial/Ethnic Group								
White	69	100	30.2	55.6	14.3	69.8	76.4	79.6
African American	34	100	33.3	56.7	10	66.7	48.8	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	53.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.6	69.5
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	29.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	11	100	N/A	N/A	N/A	58.3	53.7	58.6
Socio-Economic Status								
Subsidized meals	84	100	40.8	48.7	10.5	59.2	53	55.4

Social Studies

All Students	113	100	32.4	52.9	14.7	67.6	66.2	70.9
Gender								
Male	63	100	34.5	46.6	19	65.5	66.5	70.1
Female	50	100	29.5	61.4	9.1	70.5	66	71.7
Racial/Ethnic Group								
White	65	100	35.1	49.1	15.8	64.9	73.7	79.2
African American	35	100	25	56.3	18.8	75	53.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	80.3	86.8
Hispanic	13	100	N/A	N/A	N/A	61.5	65.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	71.2
Disability Status								
Disabled	12	100	I/S	I/S	I/S	I/S	31.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	12	100	N/A	N/A	N/A	61.5	65.1	68
Socio-Economic Status								
Subsidized meals	82	100	36	52	12	64	55.5	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	171	99.4	26.9	44.2	28.8	73.1	73.1	72.1	96.1	95.9
Gender										
Male	95	99	34.8	40.4	24.7	65.2	66.6	65.2	96.2	95.8
Female	76	100	16.4	49.3	34.3	83.6	80	79.2	96	96
Racial/Ethnic Group										
White	104	99	25	43.5	31.5	75	79.8	80.8	95.6	95.7
African American	49	100	28.3	43.5	28.3	71.7	62.9	59.7	96.9	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.4	87	99.4	97.6
Hispanic	17	100	29.4	52.9	17.6	70.6	66.1	64.6	96.7	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	73.4	N/A	96.4
Disability Status										
Disabled	22	100	N/AV	N/AV	N/AV	10.5	24.3	27.7	96.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
English Proficiency										
Limited English Proficient	17	100	36.8	42.1	21.1	63.2	65.3	63.7	96.8	96.5
Socio-Economic Status										
Subsidized meals	123	99.2	31.9	47.8	20.4	68.1	63.6	61.9	95.9	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	60	100	16.7	38.9	44.4	83.3
	4	66	100	25.4	42.9	31.7	74.6
	5	49	100	4.5	52.3	43.2	95.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	54	100	10.2	28.6	61.2	89.8
	4	58	100	19.2	44.2	36.5	80.8
	5	57	100	9.4	43.4	47.2	90.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	60	100	33.3	37	29.6	66.7
	4	66	100	20.6	47.6	31.7	79.4
	5	49	100	22.7	45.5	31.8	77.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	54	100	28.6	44.9	26.5	71.4
	4	58	100	25	53.8	21.2	75
	5	57	100	26.4	43.4	30.2	73.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	31	100	39.3	50	10.7	60.7
	4	66	100	28.6	63.5	7.9	71.4
	5	23	100	33.3	57.1	9.5	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	27	100	33.3	45.8	20.8	66.7
	4	58	100	32.7	61.5	5.8	67.3
	5	29	100	32.1	53.6	14.3	67.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	30	100	22.2	51.9	25.9	77.8
	4	66	100	27	57.1	15.9	73
	5	26	100	21.7	56.5	21.7	78.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	27	100	28	56	16	72
	4	58	100	28.8	53.8	17.3	71.2
	5	28	100	44	48	8	56
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	63	95.2	30.2	37.7	32.1	69.8
	4	66	100	27	42.9	30.2	73
	5	47	100	22.2	31.1	46.7	77.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	54	98.2	26.5	46.9	26.5	73.5
	4	58	100	26.9	46.2	26.9	73.1
	5	59	100	27.3	40	32.7	72.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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